



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 12411656  
SAU: MSAD 47  
School: Belgrade Central School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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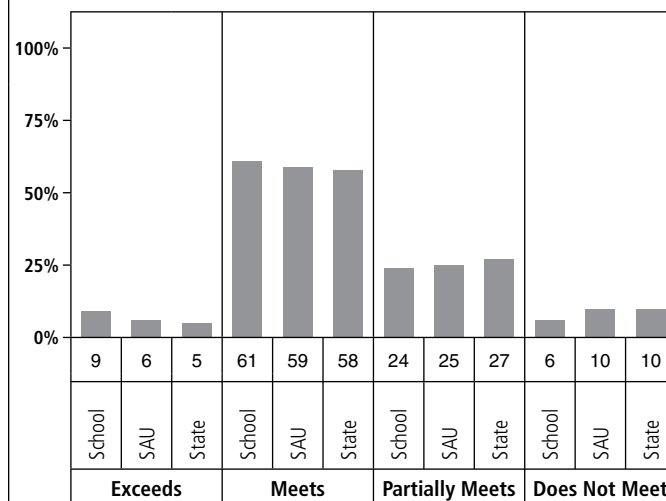
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 5  
SAU: MSAD 47  
School: Belgrade Central School

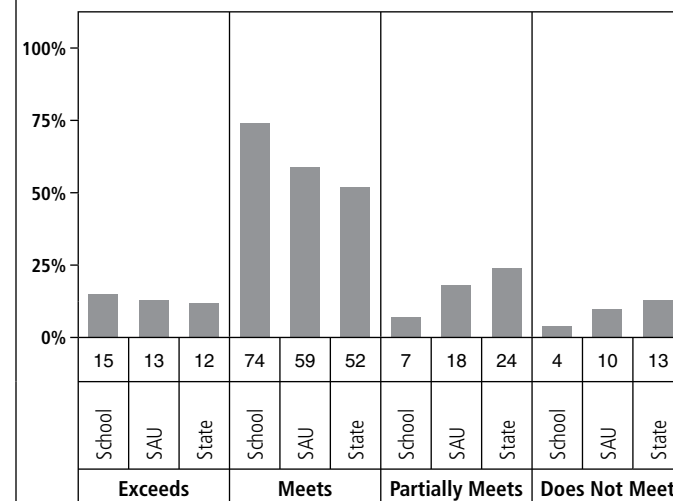
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	545	545	544
2006–2007	548	548	544
<b>2007–2008</b>	<b>547</b>	<b>545</b>	<b>545</b>
Cum. Avg. *	547	546	544
<b>Mathematics</b>			
2005–2006	548	548	543
2006–2007	550	551	546
<b>2007–2008</b>	<b>552</b>	<b>548</b>	<b>546</b>
Cum. Avg. *	550	549	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	542	543	541
<b>2007–2008</b>	<b>542</b>	<b>540</b>	<b>538</b>
Cum. Avg. *			

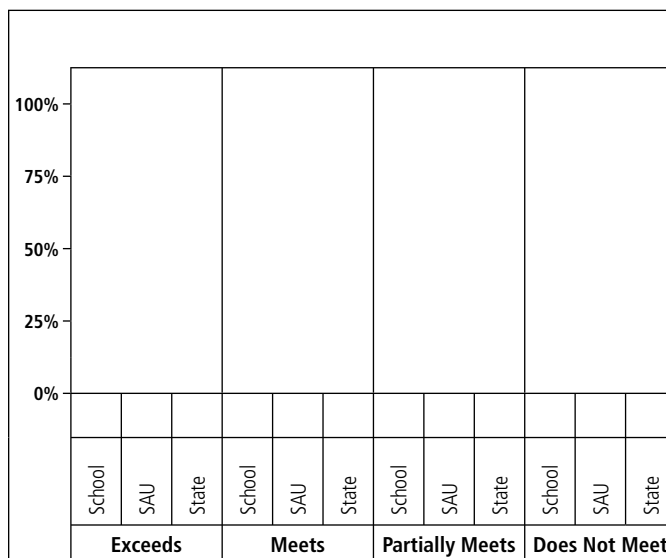
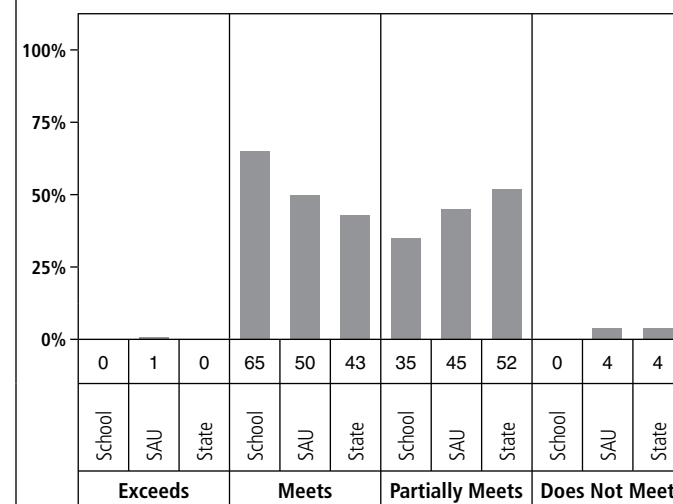
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 47  
 School: Belgrade Central School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	54	100	187	100	14240	100	54	100	187	100	14157	100	54	100	187	100	14156	100							54	100	187	100	14107	99
Ethnicity African American/Black	0	0	1	1	404	3	0	0	1	100	396	98	0	0	1	100	398	99							0	0	1	100	388	96
American Indian or Native Alaskan	1	2	1	1	118	1	1	100	1	100	118	100	1	100	1	100	118	100							1	100	1	100	118	100
Asian or Pacific Islander	1	2	3	2	201	1	1	100	3	100	199	99	1	100	3	100	199	99							1	100	3	100	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	52	96	182	97	13339	94	52	100	182	100	13274	100	52	100	182	100	13267	100							52	100	182	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	12	22	33	18	2555	18	12	100	33	100	2528	99	12	100	33	100	2526	99							12	100	33	100	2507	99
Current LEP	0	0	1	1	337	2	0	0	1	100	328	97	0	0	1	100	334	99							0	0	1	100	323	96
Economically disadvantaged	15	28	59	32	5574	39	15	100	59	100	5528	99	15	100	59	100	5531	99							15	100	59	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	43	80	155	83	11042	78	43	80	157	84	11006	77							43	80	158	84	11127	78
Identified disability (PET/IEP)	5	12	10	6	396	4	5	12	12	8	404	4							5	12	12	8	447	4
LEP	0	0	1	1	144	1	0	0	1	1	141	1							0	0	1	1	147	1
504 plan	1	2	1	1	134	1	1	2	1	1	133	1							1	2	1	1	136	1
Participation with accommodations	11	20	32	17	2974	21	11	20	30	16	3014	21							11	20	29	16	2845	20
Identified disability (PET/IEP)	7	64	23	72	1996	67	7	64	21	70	1986	66							7	64	21	72	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	1	9	1	3	76	3	1	9	1	3	77	3							1	9	1	3	74	3
Other	3	27	8	25	766	26	3	27	8	27	801	27							3	27	7	24	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 47  
School: Belgrade Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	2	4	15	9	721	5
	2006-2007	2	5	12	7	702	5
	<b>2007-2008</b>	<b>5</b>	<b>9</b>	<b>11</b>	<b>6</b>	<b>659</b>	<b>5</b>
	Cum. Total*	9	6	38	7	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	27	60	84	49	7571	53
	2006-2007	27	66	110	65	7730	55
	<b>2007-2008</b>	<b>33</b>	<b>61</b>	<b>111</b>	<b>59</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	87	62	305	58	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	9	20	54	31	4343	30
	2006-2007	10	24	38	22	4182	30
	<b>2007-2008</b>	<b>13</b>	<b>24</b>	<b>47</b>	<b>25</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	32	23	139	26	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	7	16	20	12	1628	11
	2006-2007	2	5	10	6	1419	10
	<b>2007-2008</b>	<b>3</b>	<b>6</b>	<b>18</b>	<b>10</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	12	9	48	9	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	30.8	64.2	29.5	61.5	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	16.2	67.5	15.4	64.2	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	14.7	61.3	14.1	58.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008

Grade: 5

SAU: MSAD 47

School: Belgrade Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	54	5	9	33	61	13	24	3	6	547	187	6	59	25	10	545	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	0										1						388	1	39	34	26	538
American Indian or Native Alaskan	1										1						116	0	44	45	11	541
Asian or Pacific Islander	1										3						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	52	5	10	32	62	12	23	3	6	547	182	6	59	25	10	545	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	1	8	2	17	7	58	2	17	538	33	3	24	55	18	538	2392	0	26	42	31	536
No	42	4	10	31	74	6	14	1	2	549	154	6	67	19	8	547	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										1						319	1	36	34	29	537
No	54	5	9	33	61	13	24	3	6	547	186	6	59	25	10	545	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	15	1	7	7	47	5	33	2	13	543	59	2	49	36	14	541	5454	2	48	35	15	541
No	39	4	10	26	67	8	21	1	3	548	128	8	64	20	8	547	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	54	5	9	33	61	13	24	3	6	547	187	6	59	25	10	545	14011	5	58	27	10	545
<b>Gender</b>																						
Female	36	5	14	20	56	8	22	3	8	548	103	9	61	22	8	546	6766	7	62	24	8	546
Male	18	0	0	13	72	5	28	0	0	544	84	2	57	29	12	543	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	15	0	0	8	53	7	47	0	0	542	37	0	27	51	22	538	1751	1	35	44	21	538
No	39	5	13	25	64	6	15	3	8	549	150	7	67	19	7	547	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	2										8	38	50	13	0	557	464	27	71	2	1	557
No	52	5	10	32	62	12	23	3	6	547	179	4	60	26	10	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 47

School: Belgrade Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										1	0	0	100	0	538	5	2	42	34	22	540
B. less than one hour	77	4	10	26	63	9	22	2	5	547	79	4	62	25	9	545	66	5	60	27	9	545
C. one to two hours	23	0	0	7	58	4	33	1	8	545	18	12	56	24	9	547	26	5	61	26	8	546
D. more than two hours	0										2	0	50	25	25	540	2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	19	1	10	9	90	0	0	0	0	554	26	9	68	15	9	547	31	7	63	23	7	547
B. They match some of what I have learned.	66	3	9	23	66	8	23	1	3	547	57	6	64	26	5	546	55	4	61	27	8	545
C. They match just a little of what I have learned.	13	0	0	1	14	4	57	2	29	534	16	0	38	38	24	540	11	2	42	37	19	540
D. There is no match.	2	0	0	0	0	1	100	0	0	536	2	0	0	67	33	534	3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	36	3	16	13	68	3	16	0	0	552	33	13	75	10	2	551	30	10	68	16	6	549
B. good	45	1	4	17	71	4	17	2	8	546	51	2	57	31	11	544	53	3	59	29	9	544
C. fair	17	0	0	3	33	5	56	1	11	537	15	0	39	39	21	537	15	1	41	40	18	539
D. poor	2	0	0	0	0	1	100	0	0	538	1	0	0	100	0	538	2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	8	0	0	1	25	3	75	0	0	541	14	0	38	42	19	539	17	3	45	32	19	541
B. about the same as my regular schoolwork	81	3	7	27	63	10	23	3	7	546	74	7	63	22	7	546	67	5	62	26	7	546
C. easier than my regular schoolwork	11	1	17	5	83	0	0	0	0	554	12	5	71	24	0	548	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	1	20	2	40	2	40	536	11	0	43	33	24	540	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	42	1	5	11	50	9	41	1	5	544	51	4	61	27	7	545	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	49	3	12	21	81	2	8	0	0	551	37	9	64	20	7	547	31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	13	0	0	5	71	2	29	0	0	548	15	4	71	21	4	547	18	8	64	20	8	547
B. 20 minutes to an hour	70	3	8	25	68	8	22	1	3	548	63	6	65	23	6	546	56	5	62	25	7	546
C. less than 20 minutes	13	1	14	3	43	1	14	2	29	542	12	9	41	23	27	542	12	2	50	32	15	542
D. I rarely read at home.	4	0	0	0	0	2	100	0	0	535	10	0	37	47	16	539	13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	20	1	10	5	50	4	40	0	0	545	24	7	48	36	9	543	26	3	51	32	14	542
B. six to ten pages	4	0	0	1	50	1	50	0	0	545	19	0	62	21	18	544	28	3	59	28	9	544
C. eleven or more pages	76	3	8	26	67	7	18	3	8	547	57	7	65	22	7	547	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	5	0	0	1	100	0	0	0	0	548	16	14	64	14	7	548						
B.	89	1	6	11	65	5	29	0	0	548	58	4	69	21	6	547						
C.	5	0	0	1	100	0	0	0	0	542	12	0	73	27	0	546						
D.	0										13	0	75	25	0	547						

# MATHEMATICS RESULTS

Test Date: March 2008

Grade: 5

SAU: MSAD 47

School: Belgrade Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	8	18	24	14	1415	10
	2006-2007	7	17	38	22	1711	12
	<b>2007-2008</b>	<b>8</b>	<b>15</b>	<b>25</b>	<b>13</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	23	16	87	16	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	23	51	92	53	6503	45
	2006-2007	23	56	93	54	6778	48
	<b>2007-2008</b>	<b>40</b>	<b>74</b>	<b>110</b>	<b>59</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	86	61	295	56	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	10	22	44	25	3945	28
	2006-2007	9	22	29	17	3884	28
	<b>2007-2008</b>	<b>4</b>	<b>7</b>	<b>33</b>	<b>18</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	23	16	106	20	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	4	9	13	8	2434	17
	2006-2007	2	5	11	6	1683	12
	<b>2007-2008</b>	<b>2</b>	<b>4</b>	<b>19</b>	<b>10</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	8	6	43	8	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	10.9	72.7	9.7	64.7	9.0	60.0
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	8.1	57.9	7.5	53.6	7.5	53.6
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.1	62.0	2.7	54.0	2.2	44.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.6	68.6	8.9	63.6	8.4	60.0

## Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

E. Geometry

F. Measurement

## Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

## Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 47  
School: Belgrade Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	54	8	15	40	74	4	7	2	4	552	187	13	59	18	10	548	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	0										1						392	5	33	32	31	537
American Indian or Native Alaskan	1										1						116	5	42	31	22	540
Asian or Pacific Islander	1										3						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	52	7	13	39	75	4	8	2	4	552	182	13	58	18	10	548	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	1	8	9	75	0	0	2	17	546	33	3	52	15	30	538	2390	2	29	34	35	534
No	42	7	17	31	74	4	10	0	0	554	154	16	60	18	6	550	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										1						330	4	36	27	33	536
No	54	8	15	40	74	4	7	2	4	552	186	13	59	18	10	548	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	15	1	7	10	67	2	13	2	13	544	59	2	58	27	14	542	5461	5	46	30	19	541
No	39	7	18	30	77	2	5	0	0	555	128	19	59	13	9	551	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	54	8	15	40	74	4	7	2	4	552	187	13	59	18	10	548	14015	12	52	24	13	546
<b>Gender</b>																						
Female	36	7	19	24	67	3	8	2	6	552	103	12	58	20	10	548	6767	11	51	24	13	546
Male	18	1	6	16	89	1	6	0	0	553	84	15	60	14	11	549	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	15	1	7	12	80	2	13	0	0	549	37	3	46	27	24	538	1755	1	37	39	23	538
No	39	7	18	28	72	2	5	2	5	553	150	16	62	15	7	551	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	2										8	50	50	0	0	564	464	58	40	2	0	564
No	52	7	13	39	75	4	8	2	4	552	179	12	59	18	11	547	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 47

School: Belgrade Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										1	0	0	100	0	534	5	6	39	29	25	539
B. less than one hour	77	8	20	28	68	3	7	2	5	553	79	15	57	18	10	549	66	12	52	24	12	546
C. one to two hours	23	0	0	11	92	1	8	0	0	550	18	9	68	18	6	549	26	12	55	23	11	547
D. more than two hours	0										2	0	75	0	25	538	2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	49	4	15	19	73	3	12	0	0	553	38	14	65	16	4	550	38	16	56	19	8	549
B. They match some of what I have learned.	43	4	17	18	78	1	4	0	0	555	48	15	61	18	6	550	48	9	53	26	12	545
C. They match just a little of what I have learned.	8	0	0	2	50	0	0	2	50	534	8	13	47	13	27	543	10	6	37	32	24	539
D. There is no match.	0										7	0	25	33	42	535	3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	30	5	31	11	69	0	0	0	0	559	30	31	58	7	4	557	31	24	54	14	8	552
B. good	53	3	11	21	75	3	11	1	4	551	46	9	69	19	3	549	47	8	55	25	12	545
C. fair	17	0	0	7	78	1	11	1	11	544	23	0	42	28	30	537	19	2	43	35	20	539
D. poor	0										1	0	0	100	0	538	3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	13	1	14	5	71	0	0	1	14	548	15	11	59	15	15	547	18	5	42	30	22	540
B. about the same as my regular schoolwork	72	5	13	28	74	4	11	1	3	552	68	11	61	19	9	548	66	11	55	23	11	547
C. easier than my regular schoolwork	15	2	25	6	75	0	0	0	0	558	18	24	52	15	9	551	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	23	1	8	11	92	0	0	0	0	555	24	7	59	23	11	545	21	10	48	26	16	544
B. two or three days a week	49	5	19	19	73	1	4	1	4	553	45	18	60	17	6	551	36	13	54	23	10	547
C. two or three times each month	19	2	20	5	50	3	30	0	0	551	23	14	53	16	16	547	27	12	54	23	11	547
D. never or almost never	9	0	0	4	80	0	0	1	20	544	8	7	71	14	7	548	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	2	100	0	0	0	0	550	7	0	50	17	33	537	7	12	44	25	19	543
B. two or three days a week	65	5	15	23	70	3	9	2	6	552	51	13	58	22	8	549	30	13	53	23	11	547
C. two or three times each month	31	2	13	13	81	1	6	0	0	552	37	16	68	15	1	552	34	12	54	23	10	547
D. never or almost never	0										5	10	20	10	60	531	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	6	0	0	2	67	0	0	1	33	539	5	0	33	22	44	532	7	7	40	25	28	539
B. 30–45 minutes	28	1	7	11	73	2	13	1	7	546	22	2	51	27	20	541	31	7	49	29	15	543
C. 45–60 minutes	23	4	33	7	58	1	8	0	0	559	30	23	52	18	7	551	40	12	55	23	10	547
D. more than 60 minutes	43	3	13	19	83	1	4	0	0	555	43	14	71	13	3	552	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	5	0	0	1	100	0	0	0	0	548	16	14	57	21	7	546						
B.	89	3	18	14	82	0	0	0	0	555	58	15	65	17	2	551						
C.	5	0	0	1	100	0	0	0	0	548	12	9	73	9	9	551						
D.	0										13	8	83	8	0	551						

# ELA-WRITING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 47  
School: Belgrade Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	1 0	2 0	4 1	2 1	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	22 35	54 65	112 93	65 50	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	17 19	41 35	52 85	30 45	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	1 0	2 0	3 8	2 4	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	20	100	12.1	60.5	11.4	57.0	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	12	60	6.4	53.3	6.0	50.0	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	8	40	5.7	71.3	5.3	66.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 47  
School: Belgrade Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	54	0	0	35	65	19	35	0	0	542	187	1	50	45	4	540	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	0										1						382	0	31	57	11	534
American Indian or Native Alaskan	1										1						116	0	28	66	6	534
Asian or Pacific Islander	1										3						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	52	0	0	33	63	19	37	0	0	542	182	1	49	46	4	540	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	12	0	0	5	42	7	58	0	0	538	33	0	21	70	9	534	2372	0	12	72	16	529
No	42	0	0	30	71	12	29	0	0	543	154	1	56	40	3	541	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										1						319	0	30	58	12	533
No	54	0	0	35	65	19	35	0	0	542	186	1	49	46	4	540	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	15	0	0	6	40	9	60	0	0	539	59	0	34	59	7	537	5435	0	32	61	7	535
No	39	0	0	29	74	10	26	0	0	544	128	1	57	39	3	541	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	54	0	0	35	65	19	35	0	0	542	187	1	50	45	4	540	13967	0	43	52	4	538
<b>Gender</b>																						
Female	36	0	0	26	72	10	28	0	0	544	103	1	56	42	1	542	6750	1	55	43	2	540
Male	18	0	0	9	50	9	50	0	0	540	84	0	42	50	8	538	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	15	0	0	6	40	9	60	0	0	538	37	0	27	68	5	536	1745	0	26	69	5	534
No	39	0	0	29	74	10	26	0	0	544	150	1	55	40	4	541	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	2										8	0	88	13	0	550	464	2	74	23	0	545
No	52	0	0	33	63	19	37	0	0	542	179	1	48	47	4	539	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 47

School: Belgrade Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										1	0	0	100	0	522	5	0	29	57	14	533
B. less than one hour	77	0	0	28	68	13	32	0	0	543	79	1	51	43	5	540	66	0	44	52	3	538
C. one to two hours	23	0	0	7	58	5	42	0	0	542	18	0	53	47	0	542	26	0	45	52	3	538
D. more than two hours	0										2	0	0	75	25	531	2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	26	0	0	11	79	3	21	0	0	544	30	2	57	41	0	543	25	1	54	42	3	540
B. good	57	0	0	19	63	11	37	0	0	542	49	0	54	43	2	540	50	0	46	51	3	538
C. fair	17	0	0	5	56	4	44	0	0	540	18	0	32	59	9	537	22	0	29	65	6	535
D. poor	0										3	0	20	20	60	526	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	25	0	0	9	69	4	31	0	0	542	19	3	31	54	11	536	14	0	33	56	10	535
B. about that same as my regular schoolwork	58	0	0	20	65	11	35	0	0	542	64	0	56	43	2	541	65	0	45	52	3	538
C. easier than my regular schoolwork	17	0	0	6	67	3	33	0	0	544	17	0	48	45	6	539	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	5	0	0	1	100	0	0	0	0	552	16	7	43	43	7	541						
B.	89	0	0	11	65	6	35	0	0	543	58	0	50	48	2	540						
C.	5	0	0	1	100	0	0	0	0	546	12	0	64	27	9	542						
D.	0										13	0	25	67	8	537						